



Kindergarten Social Studies Item Specifications

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Revised: July 2022

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Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards. They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. [Priority Standards appear in blue through this document.](#)

This revised document serves as underpinning for the state-level assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of test questions used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. While on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition to the 2017 Item Specifications document.

Stimulus Materials defines types of stimulus materials that can be used in the item stems.

Kindergarten Social Studies Priority Standards

Knowledge of the Use of Tools and Social Science Inquiry

Kindergarten Social Studies: Priority Standard		K.TS.7.A.a
Theme Strand MLS	Identify, select, analyze, and evaluate resources to create a product of social science inquiry Knowledge of the use of tools and social science inquiry Label and analyze different social studies' sources with guidance and support from an adult.	
<u>Expectation Unwrapped</u> The student will identify and name social studies sources with support. This includes, but not limited to, identifying visual, graphic, and auditory aids, identifying primary and secondary sources, and identifying library and media resources.		<u>DOK Ceiling – 3</u> <u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none"> • Discussing the vocabulary of social studies, sources, primary sources, secondary sources, and resources. • Using examples of social studies resources to discuss and identify including the following: <ul style="list-style-type: none"> ○ Visual, graphic, and auditory aids (e.g., posters, recordings) ○ Primary sources (e.g., diaries, letters, people, interviews, journals, photos) ○ Secondary sources (e.g., newspapers, biographies, encyclopedias) ○ Library and media resources (e.g., videos, electronic resources, periodicals, books) • Creating together an anchor chart or classroom resource (e.g., a class book) labeling the different resources. 		<u>Sample Stems</u> <ul style="list-style-type: none"> • Can you tell me what this social studies resource is? • What can this resource help us find? • Which of these is a visual graphic? • Which of these sources will help us find out more information about a person?
<u>Stimulus Materials</u> Texts, digital media, anchor charts, graphic organizers, photographs, examples of social studies resources mentioned above		

Kindergarten Social Studies: Priority Standard		K.TS.7.A.b
Theme Strand MLS	Identify, select, analyze, and evaluate resources to create a product of social science inquiry Knowledge of the use of tools and social science inquiry Use artifacts to share information on social studies topics.	
<u>Expectation Unwrapped</u> The student will use objects (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments) to show understanding of social studies topics.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none"> • Discussing the vocabulary of artifacts, cultures, fossils, and pottery. • Displaying and discussing photographs and real examples of artifacts. • Giving guided practice with learning about and using the social studies artifacts as is relevant to a given social studies topic. 		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Stimulus Materials</u> Texts, digital media, anchor charts, graphic organizers, photographs, examples of social studies artifacts mentioned above		<u>Sample Stems</u> <ul style="list-style-type: none"> • Can you look at this fossil and tell me what it represents? • Look at these photographs/artifacts and tell me what you can learn from them?

Kindergarten Social Studies: Priority Standard		K.TS.7.B.a
Theme	Use visual tools to communicate information and ideas	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Use visual tools to communicate information.	
<u>Expectation Unwrapped</u> The student will use visual tools to express information they has learned.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing the vocabulary of visual tools.• Displaying and discussing visual tools as pertains to current social studies topics.• Using such visual tools as photographs, anchor charts, digital media, digital presentations, maps, timelines, diagrams, graphics, primary sources, and texts.• Providing a rubric of how to look at and interpret the visual tools.		<u>Sample Stems</u> <ul style="list-style-type: none">• Can you draw a picture of you following a rule?• Use pictures from this magazine to sort pictures into the categories of needs and wants.
<u>Stimulus Materials</u> Visual tools mentioned above, graphic organizers, photographs, teacher-created rubrics		

Kindergarten Social Studies: Priority Standard		K.TS.7.D.a
Theme	Conducting and presenting research with appropriate resources	
Strand	Knowledge of the use of tools of social science inquiry	
MLS	Share findings about a social studies topic.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will share their learning about a social studies topic they have been studying in class. This could include, but not limited to, oral or written presentations. The student could orally share what they have learned with a partner, in a small group, or the class.		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">Classroom discussion of vocabulary pertaining to current social studies topics.Guided practice of multiple ways to present or share learning, such as online presentation programs, photographs, drawings, labeling, posters, group projects, or writing.		<ul style="list-style-type: none">Can you draw a picture or write three things about ____ that you would like to share with the class?Talk with your partner about things you learned from our project.
<u>Stimulus Materials</u>		
Texts, digital media, anchor charts, graphic organizers, photographs, examples of social studies presentations mentioned above		

Kindergarten Social Studies: Priority Standard		K.TS.7.E.a
Theme Strand MLS	Developing a research plan and identifying resources Knowledge of the use of tools of social science inquiry Ask questions and find answers with assistance.	
<u>Expectation Unwrapped</u> The student will be encouraged to ask questions about a social studies topic. The teacher will guide the student to frame the question using correct English structure and help students find answers (i.e., facts). The student will learn about questioning using the five w’s (i.e., who, what, when, where, why, and how) and question marks.		<u>DOK Ceiling – 3</u> <u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">Classroom discussion of vocabulary pertaining to current social studies topics.Modeling through thinking aloud how to ask and answer questions.Guided practice of asking and answering questions.		<u>Sample Stems</u> <ul style="list-style-type: none">What questions do you have about ____?Can you write or draw things you would like to learn about ____?
<u>Stimulus Materials</u> Texts, digital media, anchor charts, graphic organizers, photographs		

Kindergarten Social Studies Content Standards

Knowledge of the Principles Expressed in Documents Shaping Constitutional Democracy in the United States

Kindergarten Social Studies: Content Standard		K.PC.1.B.a
Theme Strand MLS	Purposes and principles of the Constitution	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Identify reasons for making rules within the school.	
<u>Expectation Unwrapped</u> The student will identify the reasons for making rules, and why we need them within the school.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, a discussion of what a rule is and why having rules and expectations is useful to the common good of the school. Settings where rules are applied include the following: <ul style="list-style-type: none">• Classroom• Playground• Cafeteria• Restroom• Hallway• Appropriate voice levels for each setting This could include making a poster to show examples and non-examples of different expectations in each setting of the school.		<u>Sample Stems</u> <ul style="list-style-type: none">• Can you tell give an example of a rule we have in our classroom?• Why are rules important?• How do rules help people staff safe?• Can you name a rule that your parents have to follow?
<u>Stimulus Materials</u> Role-play scenarios, examples and non-examples, photographs, texts, social stories, anchor charts, graphic organizers, digital media		

Kindergarten Social Studies: Content Standard		K.PC.1.C.a
Theme Strand MLS	Purposes and principles of the Bill of Rights	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Discuss the concept of individual rights.	
<u>Expectation Unwrapped</u> The student will discuss the concept of individual rights as a kindergarten student.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but not limited to, a discussion of what an individual is, and an individual’s rights. Examples of these rights include: <ul style="list-style-type: none">• Privacy• Safety• Speech This could include using social stories or role-playing to ensure an understanding of individual rights.		<u>Sample Stems</u> <ul style="list-style-type: none">• If you found a phone and it was not locked with a passcode, should you open it and start looking at it? Why or why not?• Can you name an example of a right you have?• If someone tells you something and you don’t believe what they say, is it okay to say you disagree?• What is a right you have to protect your safety?
<u>Stimulus Materials</u> Role-play scenarios, social stories, digital media, anchor charts, guest speakers, texts		

Kindergarten Social Studies: Content Standard		K.PC.1.E.a
Theme	Character traits and civic attitudes of significant individuals	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Describe the character traits of role models within your family or school.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
The student will describe the character traits of role models (e.g., parents, relatives, teachers, principal) within their family or school.		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none">• Tell me one of your role models.• What are some character traits that many role models have?• How do you choose which people should be a role model and which should not?• List one or two character traits that your parents have.• If a person always tells the truth, you could say they demonstrate the trait of ____?
Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing character traits and their identifying features.• Defining what a role model is.• Giving examples of role models.• Showing how a character trait is related to a role model (e.g., match role models with character traits).• Identifying and categorizing characteristics of role models.		
<u>Stimulus Materials</u>		
Role-play scenarios, social stories, digital media, anchor charts, graphic organizers, texts		

Kindergarten Social Studies: Content Standard		K.PC.1.F.a
Theme Strand MLS	Knowledge of the symbols of our state and nation	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Identify the flag as a symbol of our nation.	
<u>Expectation Unwrapped</u> The student will identify the flag as a symbol of the United States of America.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">Defining vocabulary: symbol, nation, and flag.Discussing of what the flag looks like and what it represents.		<u>Sample Stems</u> <ul style="list-style-type: none">Can you name the symbol of the United States of America?What are the colors of the flag?What should people think of when they see the flag?How would you describe the flag?
<u>Stimulus Materials</u> Pictures, digital media, anchor charts, texts		

Kindergarten Social Studies: Content Standard		K.PC.1.F.b
Theme Strand MLS	Knowledge of the symbols of our state and nation	
	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	Recite the Pledge of Allegiance.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 1</u>
The student will recite the Pledge of Allegiance. The student will learn the expectation for “saying the Pledge of Allegiance” is to stand, face the flag, place their right hand over their heart, and recite the words.		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to, a discussion of what the Pledge of Allegiance is and being able to recall the words when reciting with a group.		<ul style="list-style-type: none">• Show me how to stand to say the Pledge of Allegiance.• Say the Pledge of Allegiance.
<u>Stimulus Materials</u>		
Copy of the Pledge of Allegiance, digital media, flag		

Knowledge of Principles and Processes of Governance Systems

Kindergarten Social Studies: Content Standard		K.GS.2.C.a
Theme Strand MLS	Processes of governmental systems in decision making	
	Knowledge of principles and processes of governance systems	
	Describe why groups need to make decisions and how those decisions are made in families and classrooms.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will have a basic understanding of choice. The student will describe how and why groups will make decisions within families or classrooms. The student will identify reasons we need to make decisions based on already established expectations and the democratic decision-making process (e.g., classroom vote, majority rule, being fair, cooperative learning).		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">• Classroom discussion.• Review of classroom rules and expectations.• The classroom decision-making process.• Causes and effects related to decisions being made within the family and classroom.• The relationship between home and school communities.		<ul style="list-style-type: none">• Can you give an example of a choice you have in the classroom?• If our class could go outside or have a pizza party, how could the class decide which to choose?• If two people were arguing over a game to play, how could they decide which to play?
<u>Stimulus Materials</u>		
Role-play scenarios, social stories, digital media, anchor charts, graphic organizers, texts, guest speakers		

Kindergarten Social Studies: Content Standard		K.GS.2.D.a
Theme	Functions of governmental systems	
Strand	Knowledge of principles and processes of governance systems	
MLS	Describe roles and responsibilities of people in authority in families and in groups.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will describe the roles and responsibilities (i.e., jobs and expectations) of people in authority (i.e., with a leadership role) in the student’s life. This could include roles and responsibilities of people such as teachers, coaches, scout leaders, and family leaders. The student will understand that even though all family units are not exactly the same, generally the grown-ups in a family protect and take care of the children in that family.		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing the vocabulary of roles, responsibilities, and authority.• Comparing and contrasting the different roles of authority figures.• Constructing a family chain of command.		<ul style="list-style-type: none">• What are some responsibilities that your mom and dad (or people you live with) have?• What are some responsibilities that your teacher has?• Listen to the following responsibilities and tell me what role the person might have? They are in charge of a team, they tell the players when to run, how to play and might blow a whistle at them when they practice.• What responsibilities do a teacher and a principal have in common?
<u>Stimulus Materials</u>		
Graphic organizers, texts, guest speakers, anchor charts, social stories		

Knowledge of Continuity and Change in the History of Missouri and the United States

Kindergarten Social Studies: Content Standard		K.H.3.B.a
Theme	Historical perspective / Thinking / Passage of time	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Create a personal history.	
<u>Expectation Unwrapped</u> The student will create a personal history that includes some details. This could include a timeline of their childhood, a certain period of their life, or a special event.		<u>DOK Ceiling – 4</u>
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none"> • Discussing the vocabulary of personal, history, events, timeline. • Modeling an example of a timeline or a narrative. • Creating a sequence of their life (e.g., timeline, narrative, drawing, sequence mapping, family tree). • Writing a description (i.e., labels, phrases, or sentences) of the events. • Giving an oral telling of their personal history. 		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Stimulus Materials</u> Graphic organizers, texts, anchor charts, photographs, artifacts, teacher example, home/school connection		<u>Sample Stems</u> <ul style="list-style-type: none"> • Name someone who is a part of your family history. • Name a special time or event of your personal history. • Draw a picture that shows some of your personal history.

Kindergarten Social Studies: Content Standard		K.H.3.B.b
Theme	Historical perspective / Thinking / Passage of time	
Strand	Knowledge of continuity and change in the history of Missouri and the United States	
MLS	Compare your family’s life in the past and present.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will compare their life or a part of their life with a family member of a different generation. This could include comparing past life experiences (e.g., education, technology, work, dress, diet, transportation, entertainment) to the student’s current life situation.		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none">• What is the difference between the past and the present?• What are some examples of things that have happened in your family in the past?• Name some examples of things happening presently in your family.• Can you tell an example of things that happened in your family’s past that have changed?
<u>Stimulus Materials</u> Texts, graphic organizers, digital media, interview question stems, guest speakers, photographs, home and school connections, interactive activities, artifacts		

Kindergarten Social Studies: Content Standard		K.H.3.C
Theme Strand MLS	Knowledge of the contributions of significant persons in U.S. history	
	Knowledge of continuity and change in the history of Missouri and the United States	
	Describe the contributions of people typically studied in K-5 programs associated with national holidays. (See teacher resources for illustrative examples)	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will understand the importance of the people, their contributions, and the meaning of the national holidays. This could include George Washington, Abraham Lincoln, Martin Luther King Jr., Squanto, and Christopher Columbus.		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing the vocabulary of national holidays and specific vocabulary associated with each historical figure.• Discussing and creating a graphic organizer that shows the difference between popular holidays (e.g., Halloween, Valentine’s Day) and national (i.e., federal mandated) holidays.• Discussing the contributions of each of the historical figures.• Creating posters for each of the historical figures as a class, in a small group, or as an individual.		<ul style="list-style-type: none">• Name some examples of National holidays.• Why do we celebrate holidays?• Can you give me some examples of why we celebrate (name a holiday, MLK Day, Columbus Day etc.)?• Give me an example of one of your favorite holidays. Explain to me why we celebrate it.
<u>Stimulus Materials</u>		
Texts, digital media, graphic organizers, photographs, anchor charts		

Knowledge of Economic Concepts and Principles

Kindergarten Social Studies: Content Standard		K.E.4.A.a
Theme	Knowledge of basic economic concepts	
Strand	Knowledge of economic concepts and principles	
MLS	Describe examples of scarcity within your family and school.	
<u>Expectation Unwrapped</u> The student will understand what it means when an item is scarce and why that could be a problem. The student will name items, resources, or people that are not easily available at home or school. This could include shortages at home and school such as paper, pencils, texts, time and materials. As a class, discuss and define the word scarcity, and use the word scarce when it is applicable in classroom conversations to increase students’ vocabulary and understanding of what the word means.		<u>DOK Ceiling – 2</u>
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing the vocabulary of scarcity and shortages• Relating content to common family activities (e.g., ordering pizza to share, one bathroom in a house with multiple family members).• Relating content to sharing and the importance of having enough (e.g., treats for a class party).		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Stimulus Materials</u> Graphic organizers, texts, anchor charts, digital media, social stories		<u>Sample Stems</u> <ul style="list-style-type: none">• What does the word scarcity mean?• What is a resource at school that most people need? How would running out of this resource be a problem?• If food were going scarce in your home, why would that be a problem?• How would we handle having a pizza party with not enough food for everyone? We would have pizza scarcity, so how could we help make it fair?• Can you give examples of something you would be very upset at your home if it became scarce?

Kindergarten Social Studies: Content Standard		K.E.4.A.b
Theme Strand MLS	Knowledge of basic economic concepts	
	Knowledge of economic concepts and principles	
	Describe examples of opportunity cost within your family and school.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will describe examples of opportunity cost (i.e., the value of your choice, and what you gave up to get it) within your family and school. This could include things family members do to provide for students and/or choices students make at school. This can relate to classroom routines and expectations using “if and then” statements (e.g., If you choose to go to the movies after school, then you will not be able to go to the park).		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing the vocabulary of opportunity cost, value, and choices.• Sharing a wide range of examples through social stories, and what the opportunity cost is for each of them.• Describing the opportunity cost associated with different social situations.		<ul style="list-style-type: none">• Can you describe an example of opportunity cost? (When you gave up something so that you could do something else).• Can you tell me what opportunity cost means?• You can choose to have candy or a popsicle, what is the cost of choosing a popsicle?• What does it cost you at school when you do not follow the rules?
<u>Stimulus Materials</u>		
Texts, digital media, anchor charts, social stories, role-play scenarios, cooperative learning activities		

Kindergarten Social Studies: Content Standard		K.E.4.A.c
Theme Strand MLS	Knowledge of basic economic concepts	
	Knowledge of economic concepts and principles	
	Describe examples of needs and wants within your family and school.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will have an understanding that a need is something people have to have in order to survive, while a want is something people would like to have, but is not needed in order to survive. The student will use this knowledge of needs and wants to give examples of each within their family and school.		<u>Item Format</u> (Suggested Teacher Assessment) Matching, Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none">• Can you tell me the difference between a need and a want?• List some examples of things you need.• List some examples of things you want.
Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing the vocabulary of needs and wants.• Categorizing the pictures and/or vocabulary words of examples given of needs and wants.• Defining the differences between the needs and wants of family and the needs and wants of a school (e.g., a family needs food, clothes, and shelter and wants toys and electronics, while a school needs text books, materials and seating and wants electronics and a playground).		
<u>Stimulus Materials</u>		
Texts, anchor charts, graphic organizers, digital media, photographs with labels		

Knowledge of Major Elements of Geographical Study and Analysis and their Relationship to Changes in Society and the Environment

Kindergarten Social Studies: Content Standard		K.EG.5.A.a
Theme Strand	Reading and constructing maps	
	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Identify maps as representations of real places.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
The student will understand that maps stand for or represent real places and globes represent Earth. This could include seeing a map and understanding that it is a representation or picture of a real place. The student will be able to tell what a map represents by looking at the map features and symbols.		<u>Item Format</u> (Suggested Teacher Assessment) Matching, Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing of what a map and a globe represent and what they show (e.g., oceans, mountains, cities).• Providing examples of different maps for students to identify what they represent.• With discussion, co-constructing a map of the classroom, the school, or a neighborhood. Help students understand that pictures and symbols stand for (i.e., represent) real things and places (e.g., pictures of the various playground equipment stand for the actual equipment pieces).• With discussion, co-constructing maps to various locations within the school building (e.g., how to get from the K classroom to the nurse’s office, principal’s office, lunchroom, and playground).		<ul style="list-style-type: none">• Can you describe what a map is?• How can a map help you?• Why do people use maps?• Can you tell me what this map represents (show a map)?
<u>Stimulus Materials</u>		
Maps, globes, anchor charts, digital media, texts		

Kindergarten Social Studies: Content Standard		K.EG.5.A.b
Theme	Reading and constructing maps	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
With assistance, the student will read a map of a familiar place (e.g., classroom, home, bedroom). The student will co-construct and use (i.e., be able to follow, read, and point to a location) on a map of a familiar place (e.g., classroom, school, playground, home, bedroom).		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">Constructing a whole class model of a map of the classroom.With assistance or individually, constructing (creating/drawing) a map of a student’s home or bedroom.Interpreting the maps created to know how to read and use the maps.After discussion, co-constructing a map of the classroom, the school or a neighborhood. Help students understand that pictures and symbols stand for (i.e., represent) real things and places (e.g., pictures of the various playground equipment stand for the actual equipment pieces).After discussion, co-constructing maps to various locations within the school building (e.g., how to get from the K classroom to the nurse’s office, principal’s office, lunchroom, and playground).		<ul style="list-style-type: none">Can you look at this map and tell me what it represents?Tell me things you notice on the map.Can you find ____ on this map?Help me draw a map of our classroom. What should we include?
<u>Stimulus Materials</u>		
Maps, model classroom maps, texts, digital media, anchor charts, teacher-created rubrics		

Kindergarten Social Studies: Content Standard		K.EG.5.A.c
Theme Strand	Reading and constructing maps Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Match legend symbols to map features.	
<u>Expectation Unwrapped</u> The student will match legend symbols (i.e., pictures) to map features.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none"> • Discussing the vocabulary of legend, symbols, and features • Introducing directionality. • Providing examples of a variety of maps exploring the legend symbols. • Exploring different map styles and locating the symbols on the maps. • Labeling a large-scale map (e.g., an already created classroom map) with the appropriate symbols. 		<u>Item Format</u> (Suggested Teacher Assessment) Matching, Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Stimulus Materials</u> Maps, classroom maps, anchor charts, texts, digital media, graphic organizers		<u>Sample Stems</u> <ul style="list-style-type: none"> • Can you point to the legend on this map? • Tell me how legends help you. • What does this symbol mean? • Can you find ____ on the map?

Kindergarten Social Studies: Content Standard		K.EG.5.B.a
Theme	Understanding the concept of location to make predictions and solve problems	
Strand	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
MLS	Apply positional words to locations within the classroom.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will apply positional words (e.g., below, above, front, back, left, right, beside) to locations (i.e., places) within the classroom.		<u>Item Format</u> (Suggested Teacher Assessment) Matching, Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing the vocabulary of positional and location.• Using a classroom map to reinforce locations by using positional words.• Using a variety of kid-friendly media that explores positional words.		<ul style="list-style-type: none">• Look at this map, can you tell me what is below the trees?• What is above the house?• Can you place this bookmark in front of the house?• Point to the right of the car.• Point to the left of the house.• What is beside the tree?
<u>Stimulus Materials</u>		
Cooperative learning activities, kinesthetic activities, classroom maps, anchor charts, texts, digital media		

Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions

Kindergarten Social Studies: Content Standard		K.RI.6.A.a
Theme Strand MLS	Cultural characteristics of all people	
	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will have an understanding and tell about their family and class members’ ways of life (i.e., traditions), which may include language, celebrations, customs (i.e., beliefs and rituals), holidays, food, and dress. This could include the way different cultures express themselves both artistically, socially, and emotionally.		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing the vocabulary of cultural characteristics, language, celebrations, customs, artistic expression, and traditions.• Creating interview questions.• Conducting an interview with a family member.• Sharing and presenting pictures and stories from each child’s family with the class.• Understanding that, in our culture, when someone greets us (e.g., “Good Morning”), we make eye contact and respond with a similar greeting.• Practicing looking someone in the eye, shaking hands, and saying hello or making an introduction.		<ul style="list-style-type: none">• Can you describe any different languages you know other people speak?• In the book we just read, what are some celebrations that other cultures celebrate?• Tell me some characteristics of other cultures that you know.
<u>Stimulus Materials</u>		
Texts, photographs, digital media, anchor charts, social stories, interview questions		

Kindergarten Social Studies: Content Standard		K.RI.6.B.a
Theme Strand MLS	Methods of resolving conflicts	
	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	Explain how to resolve disputes peacefully in the classroom and on the playground.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
Given an example of a disagreement in the classroom or on the playground, the student will tell positive ways to solve it peacefully.		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing the vocabulary of disagreement, dispute, positive, appropriate choices, character traits, and peacefully.• Using social stories and/or skits.• Using videos and texts to show disputes that have worked out appropriately and inappropriately.		<ul style="list-style-type: none">• I want you to listen to this story of two friends who were arguing on the playground. I want you to hear the story and tell me how they could solve the problem peacefully.• In the following story, Andrew took the ball from Desmond without asking for a turn. How do you think Desmond should handle the conflict?• Give me an example of how you try to be fair when you are playing games with others.
<u>Stimulus Materials</u>		
Texts, digital media, anchor charts, social stories, role-play scenarios, cooperative learning activities		

Kindergarten Social Studies: Content Standard		K.RI.6.C.a
Theme Strand MLS	Ideas and beliefs of different cultures	
	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	Share stories related to your family cultural traditions and family lore.	
<u>Expectation Unwrapped</u> The student will share stories of their family traditions, which could include cultural beliefs or customs.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing the vocabulary of tradition, culture, beliefs, and customs.• Discussing with family the family’s traditions (e.g., holidays, celebrations, and vacations) and then bringing stories back to school to share with the class.• Creating a poster with drawings or pictures to represent the traditions to share with the class.		<u>Sample Stems</u> <ul style="list-style-type: none">• Share some of the traditions that you and your family do together.• Can you share about the tradition you wrote about with your family?
<u>Stimulus Materials</u> Texts, digital media, anchor charts, graphic organizers, photographs		

Kindergarten Social Studies: Content Standard		K.RI.6.D.a
Theme	Cultural heritage and preservation	
Strand	Knowledge of relationships of the individual and groups to institutions and cultural traditions	
MLS	Describe how you and your family remember and commemorate your cultural heritage.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
The student will talk about how their family honors the way they live their lives, which has been passed down from generation to generation. This includes, but is not limited to, customs, traditions, practices, places, objects, artistic expressions, and values.		<u>Item Format</u> (Suggested Teacher Assessment) Oral, Individual Observation Checklist, Informal Oral Assessment
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Content may include, but is not limited to: <ul style="list-style-type: none">• Discussing the vocabulary of generation, commemorate, heritage, beliefs, values, customs, and traditions.• Discussing with family how a student honors and celebrates their background or cultural heritage and then sharing with the class.• Creating a poster with drawings or pictures to represent the traditions to share with the class.• Discussing the differences between the cultures, and how each brings value to our community.		<ul style="list-style-type: none">• Can you share with me the tradition you drew about with your family?• Share with me traditions you have learned that other friends in our class share.
<u>Stimulus Materials</u>		
Texts, digital media, anchor charts, graphic organizers, photographs		